

## GRADE ONE

### Here and Across the World

**Standard 1-1: The student will demonstrate an understanding of how individuals, families, and communities live and work together here and across the world.**

**1-1.4 Compare the daily life of families across the world—including the roles of men, women, and children; typical food, clothes, and style of homes; and the ways the families earn their living.**

**Taxonomy Level:** B 2 Understand/ Conceptual Knowledge

**Previous/future knowledge:** In Kindergarten (K-1.1, K-2.2) students compared the daily lives of children and their families in the United States and summarized the roles of people in authority in a child's life, including those of parents and teachers.

**It is essential for students to know** there are diverse family types within their own communities and around the world. They should be able to compare the roles of men, women and children in different communities around the world. Students should also be able to compare foods, clothes, styles of homes and ways families earn their living.

**It is not essential for students to know** the religious characteristics of different communities and groups around the world. Students do not need to know about the local government or political systems of other communities around the world. It is not essential for students to make assessments of the economic health (i.e. poor, middle class, wealthy, etc) of families around the world.

**Assessment guidelines:**

Appropriate assessment requires students to *compare* daily lives; therefore, the primary focus of assessment should be to detect ways that daily lives of families are alike and different. However, appropriate assessments should also require students to *identify* the daily life of families in a descriptive manner; or to *illustrate* daily lives by comparison.